

Check it out!

1. Match the expressions below to the pictures.

- a) Hi, Thomas. How are you?
- b) This is my friend Sarah! She's our new classmate.
- c) Nice to meet you, Sarah.
- d) We have to go now. Bye.



2. Write **T** for true or **F** for false.

- a) ☐ F Sarah is Thomas's friend.
- b) ☐ F Sarah is a teacher.
- c) ☐ T Cindy and Sarah are at school.
- d) ☐ T Thomas and Cindy are in the same grade at school.
- e) ☐ T Cindy, Thomas and Sarah are classmates.

Grade: ano escolar.

Let's learn about words!

Greetings +2

Let me introduce.

Saying hello	Introductions	Saying goodbye
Hi. / Hello. / Hey.	This is my friend.	Bye. / Bye-bye.
How are you?	Nice to meet you.	Goodbye.
I'm fine. Thank you.	Nice to meet you, too.	We have to go now.
Not bad. And you? / How about you?	Pleased to meet you.	See you. / See you later.
What's up?	Pleased to meet you, too.	Take care!

1. Match the sentences.

- a) Hello, Martha!
- b) How are you?
- c) This is my classmate Brenda.
- d) Glad to meet you.
- e) See you.
- f) Goodbye.

- a) Hi, Bob!
- d) Glad to meet you, too.
- e/f) See you later.
- e/f) Bye-bye.
- c) Nice to meet you, Brenda.
- b) Just fine, thank you.

2. Write the dialogs. Se julgar conveniente, aceite outras possibilidades de respostas.



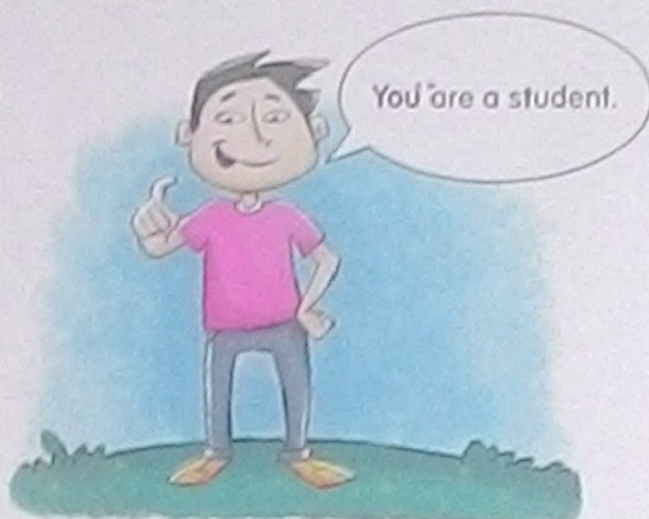


Pergunte aos alunos se eles têm algum animal de estimação, se normalmente o levam para passear em lugares apropriados e se levam uma sacola para recolher as fezes do animal.

Let's learn about the language!

Subject pronouns

Singular



*Diga aos alunos que o pronome *I* é sempre escrito com letra maiúscula.

**Se julgar necessário, chame a atenção dos alunos para as duas formas do pronome *you* (singular e plural).

Plural

We are friends.



You are my friends.



They are a family.



1. Substitute the nouns for the appropriate subject pronouns.

a) Andy and Sarah are good friends.

They are good friends.

b) My dog is ill.

It is ill.

c) Carla is my sister.

She is my sister.

d) My name is Calvin.

I am Calvin.

e) My friend and I are in the same grade.

We are in the same grade.

f) Bob is a good student.

He is a good student.

ill: doente

Verb to be

Peça aos alunos que criem novas frases usando o verbo to be na forma afirmativa. Ajude-os com o vocabulário que sentirem dificuldade.

I am	I am 12 years old.
You are	You are a student.
He is	He is a boy.
She is	She is a girl.
It is	It is a cat.
We are	We are students.
You are	You are friends.
They are	They are Jack and Linda.



2. Complete the sentences. Aceite mais de uma possibilidade de resposta.

a) We are / You are / They are classmates.

d) You are / He is / She is my English teacher.

b) We are / You are / They are Betty and Paul.

e) You are / He is / She is my friend.

c) It is a cat.

f) I am / She is Maria.

3. Choose the correct alternative.

a) They _____ ballet dancers.

☒ are

☐ is

☐ am

b) We _____ a family.

☐ is

☐ am

☒ are

c) Brazil _____ in South America.

☐ are

☒ is

☐ am

d) He _____ a student.

☐ are

☐ am

☒ is

e) She _____ a good friend.

☐ am

☐ are

☒ is

f) I _____ Brazilian.

☐ is

☒ am

☐ are

4. Complete the sentences using **am**, **is** or **are** and the expressions from the box.

an athlete a teacher my pet
happy a student classmates



a) She is a teacher



d) He is an athlete



b) We are classmates



e) I am happy



c) You are a student



f) It is my pet

Possessive adjectives

*Oriente os alunos a completarem o exercício com seus nomes.

I am Resposta pessoal*.

You are Sarah.

He is Pablo.

She is Cindy.

It is Toby.

We are teachers.

You are students.

They are Sarah and Pablo.

This is **my** name.

This is **your** name.

Pablo is **his** name.

Cindy is **her** name.

Toby is **its** name.

Teaching is **our** job.

Studying is **your** job.

These are **their** names.

I	⇒	My
You	⇒	Your
He	⇒	His
She	⇒	Her
It	⇒	Its
We	⇒	Our
You	⇒	Your
They	⇒	Their

5. Who are these people? Complete the sentences using the possessive adjectives and their names.

Our names are Marge
and Homer Simpson.



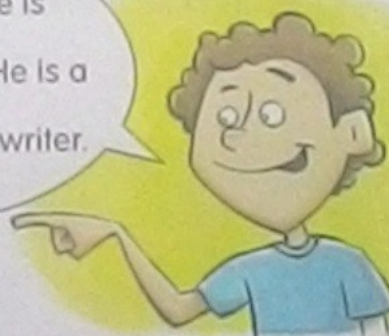
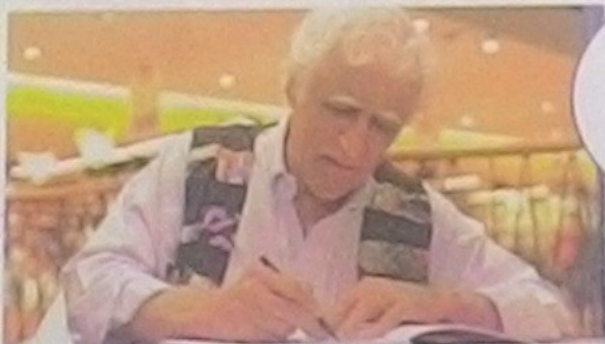
My name is Edson

Arantes do Nascimento

but people call me "Pelê".



His name is
Ziraldo. He is a
famous Brazilian writer.



Their names
are William Bonner and
Fátima Bernardes. They
are journalists.



E



Her name is
Ivete Sangalo She is
a Brazilian singer.



6. Complete the chart.

I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

7. Complete the sentences using the possessive adjectives.



a) I am a student. This is
my book.



c) We are classmates. This is
our classroom.



e) This is a sculpture.
Its name is The
thinker.



b) He is a painter. His
name is Van Gogh.



d) She is a famous ballet dancer.
Her name is Ana
Botafofo.



f) They are musicians.
Their names are John
Paul, Ringo and George.

Imperatives

In the classroom



At home

Brush your teeth.



Comb your hair.



Wash your hands.



Floss your teeth.



Clean your face.



8. Match the opposite ideas.

Close the door.

Turn on the lights.

Listen to the teacher.

Pay attention.

Sit down.

Ask the question.

Answer the question.

Don't pay attention.

Open the door.

Stand up.

Turn off the lights.

Talk to your classmates.

At home

1. Organize the sentences below.

Antes do início da atividade, pergunte aos alunos em que situações podemos usar frases imperativas e peça que eles formulem alguns exemplos. Explique-lhes que o uso de *please* nas frases imperativas faz com que o comando soe mais como um pedido do que uma ordem e, conseqüentemente, seu uso é recomendável por deixar a frase mais polida.



- a) down / please / turn / music / the / , / , / .
Turn the music down, please. / Turn down the music,
please.



- d) me / for / wait / !
Wait for me!



- b) quiet / be / please / !
Please be quiet!



- e) a / seat / take / please / .
Please take a seat.



- c) walk / on / don't / the / grass / .
Don't walk on the grass.



- f) please / down / and / sit / books / open / your / .
Please sit down and open your books.

Let's listen!



1. Check (✓) the correct sentences.

Todas as vezes que for realizar atividades como esta, peça aos alunos que ouçam primeiramente o CD e, somente depois, leiam as questões para escutarem uma segunda vez.

- a) ☐ The students have a new Math teacher.
b) ☐ Her name is Margot Novak.
c) ☒ They have their own books.

- d) ☐ They have to share their books.
- e) ☒ The students are learning the alphabet.

Let's read!

O texto a seguir enfatiza a linguagem não verbal. Portanto, explore com os alunos as ações dos personagens em cada quadrinho. O objetivo aqui é apresentar os cumprimentos e fazer com que os alunos interpretem o que está implícito nas ações dos personagens.



Mônica e Cebolinha, de Maurício de Sousa. Extraído do site: <www.monica.com.br/ingles/index.htm>. Sunday Pages: Monica's gang nº 44. Acesso em: 12 jun. 2015.

TK 4



The sounds of the language

O objetivo desta atividade é contrastar os sons /i:/, como em *eat*, que é um som mais longo, e /ɪ/, como em *it*, mais curto. Após colocar o CD para os alunos escutarem, peça-lhes que repitam as palavras para que percebam a diferença entre os dois sons.

1. Listen and repeat.

Long sound /i:/

beat
eat
feet
leave
reach
seat

Short sound /ɪ/

bit
it
fit
live
rich
sit

TK 5

2. Listen to the CD and make an X in the right word.



a) We _____ in Brazil.

☒ live

☐ leave

b) Let's _____ something. I'm hungry.

☒ eat

☐ it

c) Please, have a _____.

☐ sit

☒ seat

d) I have to keep _____.

☒ fit

☐ feet

e) Can you _____ the salt?

☒ reach

☐ rich

f) That insect _____ me.

☒ bit

☐ beat



3. Listen to the words below. Circle the ones that sound like *eat* and underline the ones that sound like *it*.

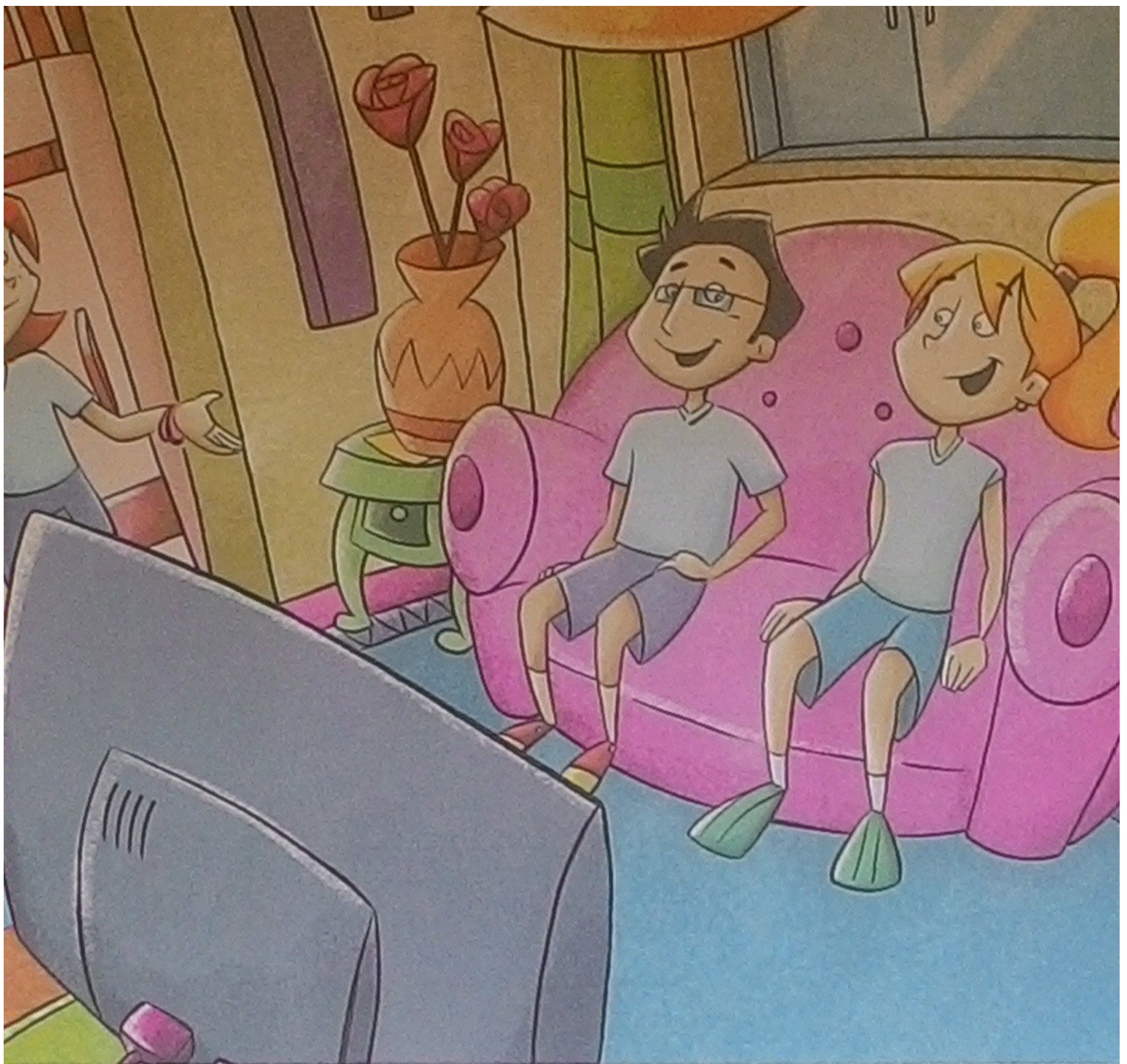
sea milk each people
city kiss green sister
speak sleep fish meat
big visit six police

TK 6

Don't forget!

Você aprendeu...

- a cumprimentar, a apresentar-se e a despedir-se;
- os pronomes pessoais *I, you, he, she, it, we, you, they* e os pronomes possessivos adjetivos *my, your, his, her, its, our, your, their*;
- a usar o verbo *to be*;
- a fazer pedidos ou dar comandos usando frases imperativas.



task 7

VICKY: Let me introduce you. Sarah, this is my cousin Mark.

SARAH: Hi, Mark. Nice to meet you.

MARK: Nice to meet you too, Sarah.

SARAH: How old are you?

MARK: I am 11. And you?

SARAH: I am 12.

VICKY: OK, guys. Let's watch the movie now. The popcorn is getting cold!

MARK: So Sarah, please give me your e-mail address before you go home.

SARAH: Sure. My e-mail address is sarapowder@ally.com. What's yours?

MARK: Oh, I have two. They're markcastle@ally.com and markyoung@tnt.com. How about your address?

SARAH: My address is 25 England Street.

MARK: My address is 96 Belize Street.

Check it out!

1. Complete the dialog ordering the sentences below.

- 5 Sure. My e-mail address is sarapowder@ally.com.
- 6 My address is 96 Belize Street.
- 3 I am 12.
- 1 Let me introduce you. Sarah, this is my cousin Mark.
- 2 Nice to meet you too, Sarah.
- 4 OK, guys. Let's watch the movie now.

VICKY: Let me introduce you. Sarah, this is my cousin Mark.

SARAH: Hi, Mark. Nice to meet you.

MARK: Nice to meet you too, Sarah.

SARAH: How old are you?

MARK: I am 11. And you?

SARAH: I am 12.

VICKY: OK, guys. Let's watch the movie now. The popcorn is getting cold!

MARK: So Sarah, please give me your e-mail address before you go home.

SARAH: Sure. My e-mail address is sarapowder@ally.com. What's yours?

MARK: Oh, I have two. They're markcastle@ally.com and markyoung@tnt.com. How about your address?

SARAH: My address is 25 England Street.

MARK: My address is 96 Belize Street.

Let's learn about words!

Numbers (from 0 to 20) *Track 8*

0 → zero

1 → one	7 → seven	13 → thirteen
2 → two	8 → eight	14 → fourteen
3 → three	9 → nine	15 → fifteen
4 → four	10 → ten	16 → sixteen
5 → five	11 → eleven	17 → seventeen
6 → six	12 → twelve	18 → eighteen
		19 → nineteen

20 → twenty



Age

Peça para os alunos perguntarem a idade uns aos outros e responderem à pergunta usando a resposta completa (*I'm 10 years old*).

How old are you?

I am 10 years old.

I'm 10.

Numbers (from 21 to 100) *TKA*

1. Write the numbers.

21 → twenty-one	46 → forty-six
22 → twenty-two	47 → forty-seven
23 → twenty-three	48 → forty-eight
24 → twenty-four	49 → forty-nine
25 → twenty-five	50 → fifty
26 → twenty-six	51 → fifty-one
27 → twenty-seven	52 → fifty-two
28 → twenty-eight	53 → fifty-three
29 → twenty-nine	54 → fifty-four
30 → thirty	60 → sixty
31 → thirty-one	65 → sixty-five
32 → thirty -two	66 → sixty-six
33 → thirty-three	67 → sixty-seven
34 → thirty-four	68 → sixty-eight
35 → thirty-five	69 → sixty-nine
36 → thirty-six	70 → seventy
37 → thirty-seven	71 → seventy-one
38 → thirty-eight	75 → seventy-five
39 → thirty-nine	79 → seventy-nine
40 → forty	80 → eighty
41 → forty-one	82 → eighty-two
42 → forty -two	86 → eighty-six
43 → forty -three	90 → ninety
44 → forty-four	98 → ninety-eight
45 → forty-five	100 → a / one hundred

2. Now, try to write these numbers.

CHALLENGE



150 → a / one hundred and fifty

187 → a / one hundred and eighty-seven

105 → a / one hundred and five

Math symbols

Toque o CD pausadamente para que os alunos possam repetir a pronúncia correta.

+ → plus

- → minus

× → times

÷ → divided by

= → equals

3. Solve the equations and practice with your classmate.

Peça aos alunos que resolvam os cálculos matemáticos em dupla e oralmente. Dessa maneira, eles podem alternar entre quem pergunta e quem responde. Peça-lhes que anotem as respostas e verifiquem se estão corretas.

$3 \times 4 = 12$	$13 + 16 = 29$
$3 + 5 = 8$	$80 - 28 = 52$
$9 \times 9 = 81$	$32 \div 8 = 4$
$15 \div 3 = 5$	$62 - 17 = 45$
$27 \div 9 = 3$	$18 + 14 = 32$

4. Competition. Follow your teacher's instructions.

5. Read the entries and classify the numbers.

Divida os alunos em dois grupos. Cada grupo deve formar uma fila. Proponha um cálculo, por exemplo "4 + 7", e o primeiro aluno de cada fila deve correr até a lousa e escrever a resposta. Aquilo que acertar vai até o fim da fila. Já o outro que não responder fica para adivinhar o próximo cálculo.

Do you know what odd numbers and even numbers are?

even: a number that can be divided exactly by two. Ex: 2, 4 etc.

odd: a number that cannot be divided exactly by two. Ex: 1, 3 etc.

seventy-four twenty-six eleven seventeen eight twenty eighty-seven
fifty-eight sixty-six forty-nine one hundred ninety-three fifteen
thirty-four eight-one five ninety-two thirty-three twenty-nine two

EVEN numbers

34 92 26
74
100 2
8 20
66 58

ODD numbers

17 93
49 11
81 87
5 15
33 29

Veja as instruções de como realizar esta atividade no Manual do Professor.



Personal information

What's your phone number?	My phone number is 3579-8126.
What's your address?	My address is 29 Victoria Street.
What's your e-mail address?	It's anypoll@phj.com.

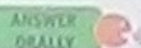
Punctuation

*Explique aos alunos a diferença entre *dot* e *period*. O primeiro é utilizado em endereços eletrônicos e o segundo, em textos, para finalizar um período; pode ser chamado em inglês britânico de *full stop*.

Signal	Name
@	at
.	dot*
_	underscore**
-	hyphen

**Se julgar relevante, diga aos alunos que, no Brasil, o sinal *underscore* é conhecido como *underline* e que, em língua inglesa, ambos os termos significam "sublinhar".

7. Interview a classmate.



Incentive os alunos a praticarem oralmente as perguntas e respostas apresentadas acima (*What's your phone number?*, *What's your address?* e *What's your e-mail address?*). Eles devem entrevistar não apenas um

de seus colegas, mas vários. Se julgar interessante, peça-lhes que anotem as informações obtidas.

Let's learn about the language!

Contractions



What is your name? → What's your name?



What is your address? → What's your address?



I am 12 years old. → I'm 12.



You are 20. → You're 20.

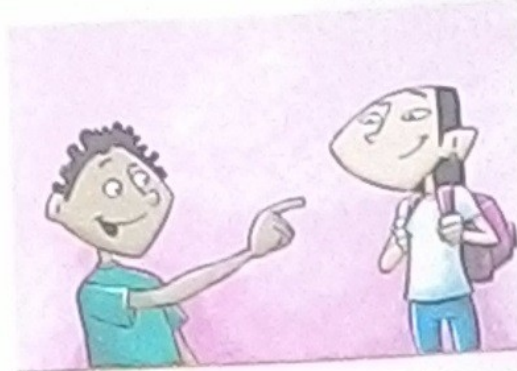
É um erro comum os estudantes utilizarem a estrutura *I have* para responder à pergunta *How old are you?* devido à tradução e não dessa estrutura com a sua materna. Reforce a estrutura do verbo *to be* (*I am* / *are* / *he is* / *she is* / *it is*) evitando aleatoriamente de dos alunos.



He is
14 years old.



He's 14.



She is
15 years old.



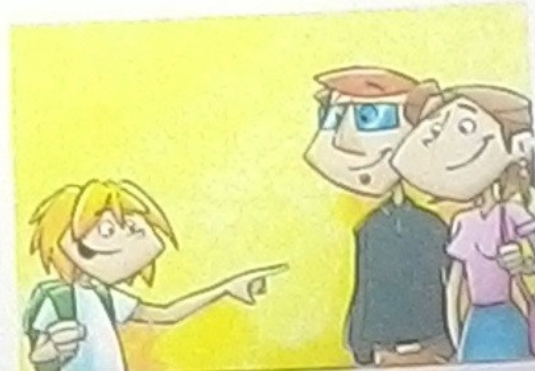
She's 15.



We are the
same age.



We're the
same age.



You are
40 years old.



You're 40.



They are
80 years old.



They're 80.

1. Rewrite the sentences below using contractions.

a) She is a singer. She's a singer.

b) I am a student. I'm a student.

c) They are very timid. They're very timid.

d) We are friends. We're friends.

e) He is a dentist. He's a dentist.

f) You are beautiful. You're beautiful.

2. Rewrite the text below using contractions.

Hi, my name is Kevin. I am a student and I am 12 years old. I like to study English very much. It is my favorite school subject. This is my dog, Ruben. He is a very smart dog. We are very close. I love animals. They are really special to me.

*Frases terminadas em s geralmente não recebem a contração 's. Além disso, as duas formas (This is e This) seriam idênticas, não havendo vantagem para a contração.

Hi, my name's Kevin. I'm a student and I'm 12 years old. I like to study English very much. It's my favorite school subject. This* is my dog, Ruben. He's a very smart dog. We're very close. I love animals. They're really special to me.



3. Organize the sentences below. Se julgar necessário, peça aos alunos que usem a forma contraída para escreverem as frases abaixo.

a) your / is / what / name?

What is your name?

b) name / is / my / Georgia.

My name is Georgia.

c) John / name / his / is.

His name is John.

d) are / they / friends.

They are friends.

e) too / meet / nice / to / you.

Nice to meet you too.

f) phone / his / what / number / is?

What is his phone number?

g) old / she / how / is?

How old is she?

h) seventeen / is / she / old / years.

She is seventeen years old.

4. Complete the text about Will Smith using the words from the box.

from

his

is

he

website

birthday



This is Willard Christopher Smith Jr. His nickname is Prince. He is an actor. He's American. He's from Philadelphia, Pennsylvania. His birthday is on September 25th. His website is www.willsmith.com.

5. Match the questions to the answers.

What's your cell phone number?	I'm 11 years old.
What's your e-mail address?	It's 7239-7866.
What's your address?	It's dorothy_oz@movies.com.
How old are you?	It's 29 Toulouse Street.
How old is she?	She is 12.

6. Make questions to the answers. Verifique se os alunos usam a contração de forma adequada.

GERARD: How old are you?

BENJAMIN: I'm 13.

GERARD: What's your e-mail address?

BENJAMIN: It's benjaminb@warner.com.

GERARD: What's your cell phone number?

BENJAMIN: It's 9855-9945.

7. Answer the questions. Resposta pessoal. Oriente os alunos a responderem de forma

a) How old are you? completa como *I'm 11 years old, my phone number is..., etc.*

b) What's your phone number?

c) What's your e-mail address?

d) What's your address?

Verifique se os alunos escreveram a ordem da frase corretamente (*number, name, Street/Avenue/Lane*).

e) What's your favorite number?

f) Is your birthday an even or an odd number?

8. Find someone...

a) who lives far from you.

b) who is 10 years old.

c) whose phone number ends in zero.

d) who is 11 years old.

e) who lives in your neighborhood.

f) whose phone number ends in four.

Nesta atividade, os alunos deverão perguntar aos amigos informações pessoais para completar os espaços ao lado. Verifique se eles estão fazendo as perguntas de forma correta (*How old are you?, What's your address?, What's your phone number?*). Explique-lhes também que eles deverão preencher as informações nos espaços ao lado somente com os nomes dos amigos que apresentam as informações adequadas.

Name

At home

1. Read Angela's introduction.

Hi! My name
is Angela Nascimento.
I'm 11 years old. I live in Londrina, Paraná,
on 430 Harmonia Street.
My e-mail address is angela11@ally.com.
My phone number is 6128-0684
I am a student and I love to study! Oh,
and I love flowers, too!



2. Answer the questions.

a) What's her name?

Her name is Angela Nascimento.

b) How old is she?

She is 11 years old.

c) What's her address?

It's 430 Harmonia Street.

d) What's her e-mail address?

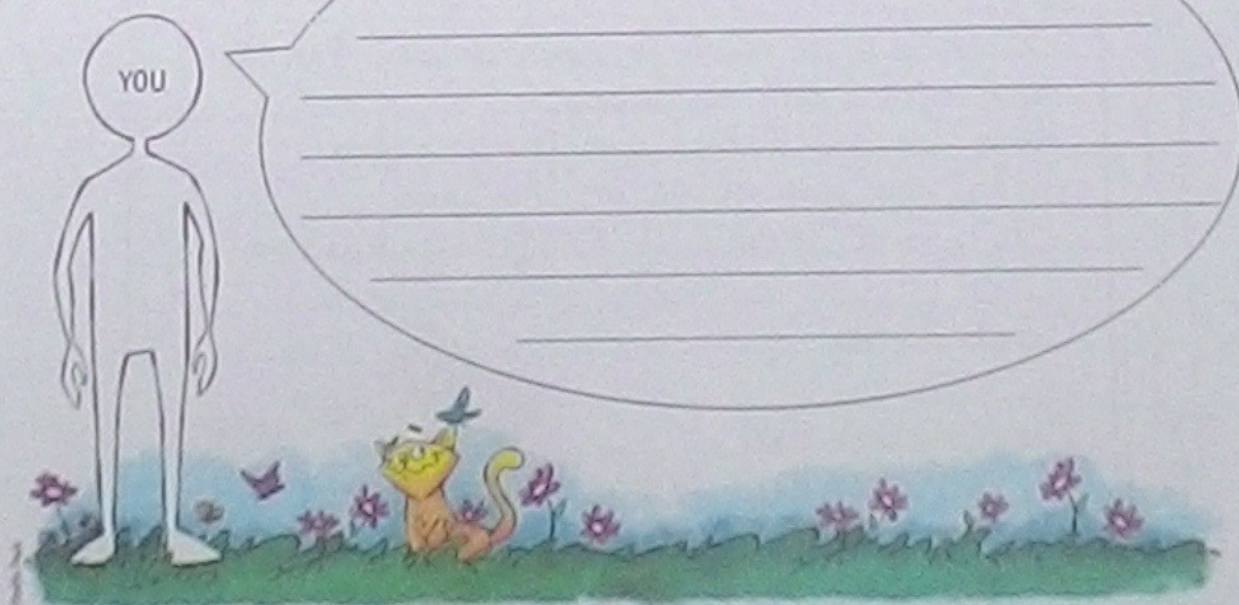
It's angela11@ally.com

e) What's her phone number?

It's 6128-0584.

3. Now, introduce yourself.

Resposta pessoal.



Trabalho 10



Let's listen!

1. Listen to Pablo's information and check (✓) the picture that refers to him.



2. Listen again and complete the sentences.

- a) Pablo is 17 years old.
- b) Pablo's sister is 14 years old.
- c) Pablo's phone number is 6342-1171.
- d) Pablo's cell phone number is 7942-6389.

Nesta atividade, peça que os alunos leiam atentamente as frases. Em seguida, toque o CD e peça para que eles acompanhem a fala do personagem e completem as lacunas. Se for necessário, toque o CD mais de uma vez para que todos consigam preencher corretamente as frases.

Let's read!

An informal letter

Explique aos alunos que há diferenças entre a estrutura das cartas em Língua Inglesa e em Língua Portuguesa. Peça-lhes para que fiquem atentos a estas características porque elas serão importantes no momento da produção textual.

greetings
and
salutations

Dear Sharon,

2 Belize Street
Chicago
April 11th

the
address +
the date

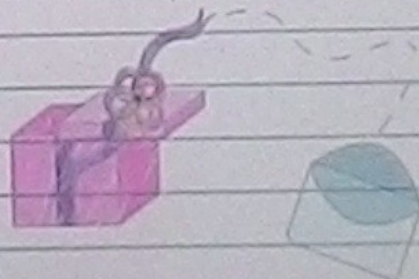
Thank you so much for your present. I'm 16
now and I am so happy.
How are you? I hope everything is fine.
What are your plans for this year?
My e-mail address is kim@dataplace.com.

closing

Write to me

Hope you are well,

Kim



Instigue os alunos a pensarem no objetivo da carta, quais seriam os possíveis presentes, o nível de intimidade entre as duas correspondentes, e outras perguntas que julgar conveniente.

The structure of a letter

Greetings	Body	Closing statements
Hello!	Name (My name is)	Cheers!
Hi. What's up?	Age (I am)	Take care!
Hi, there / Hi, folks!	Address (My address is)	See you! / Talk to you soon!
Hey everyone!	E-mail (My e-mail is)	Hope to see you soon!
	Phone number (My phone number is)	Love always!
		Lots of love!
		Kisses and hugs.

1. Now, write your own letter.

Resposta pessoal.

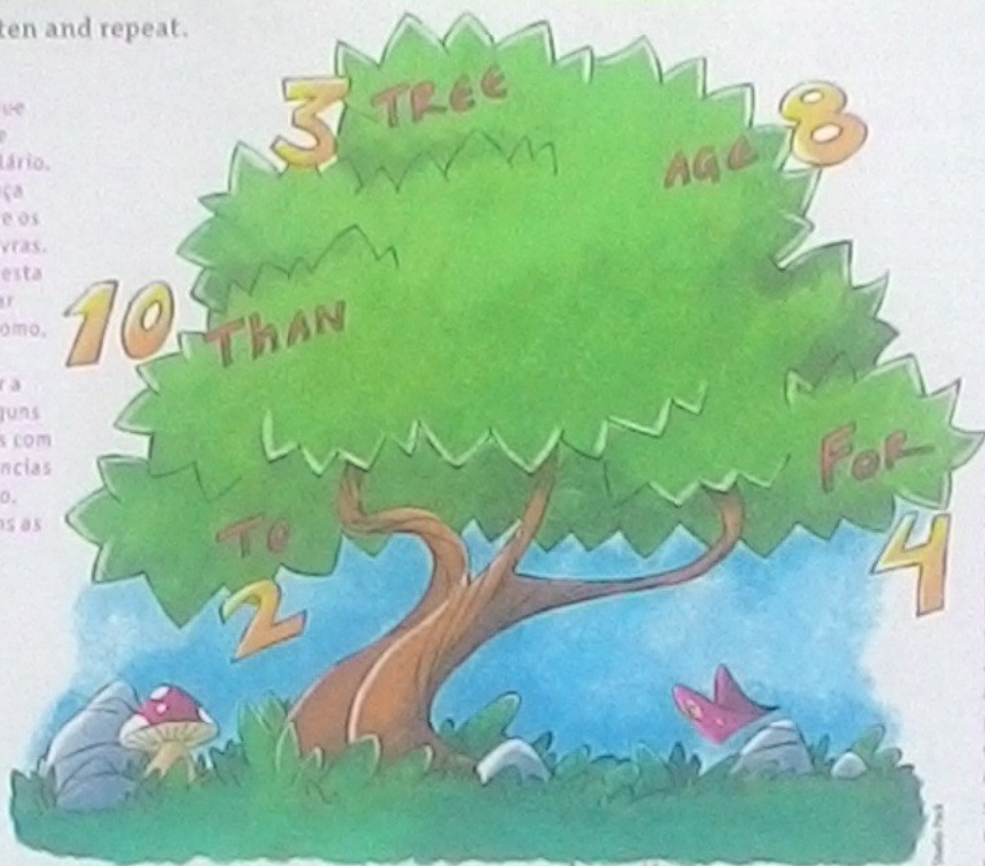
Your friend.

Resposta pessoal.

The sounds of the language

1. Listen and repeat.

Toque o CD para que os alunos ouçam e repitam o vocabulário. Enfatize a diferença de pronúncia entre os números e as palavras. Não é o objetivo desta atividade trabalhar sons específicos como, por exemplo, o do "th", e sim apontar a diferença entre alguns números e palavras com grafias e/ou pronúncias parecidas, evitando, assim, que os alunos se confundam.



*O objetivo desta atividade é chamar a atenção dos alunos para a diferença de pronúncia entre os pares mínimos. Nos números 13 a 19, a sílaba tônica é a última. Já nos números 30 a 90, a tonicidade está na primeira sílaba. Toque o CD para que os alunos ouçam e repitam. Em seguida, toque o CD novamente para que eles realizem a atividade 3.

2. Listen and repeat.*

thirteen 13 ≠ 30 thirty
fourteen 14 ≠ 40 forty
fifteen 15 ≠ 50 fifty
sixteen 16 ≠ 60 sixty
seventeen 17 ≠ 70 seventy
eighteen 18 ≠ 80 eighty
nineteen 19 ≠ 90 ninety

3. Listen to the CD and check (✓) what you hear.

- | | |
|---|--|
| a) <input type="checkbox"/> 14 | <input checked="" type="checkbox"/> 40 |
| b) <input type="checkbox"/> 16 | <input checked="" type="checkbox"/> 60 |
| c) <input checked="" type="checkbox"/> 19 | <input type="checkbox"/> 90 |
| d) <input checked="" type="checkbox"/> 13 | <input type="checkbox"/> 30 |
| e) <input type="checkbox"/> 15 | <input checked="" type="checkbox"/> 50 |
| f) <input checked="" type="checkbox"/> 18 | <input type="checkbox"/> 80 |
| g) <input type="checkbox"/> 17 | <input checked="" type="checkbox"/> 70 |

Don't forget!

Você aprendeu...

- os números de 1 a 100;
- símbolos matemáticos;
- a usar o verbo *to be* na forma contraída;
- a perguntar e a responder informações pessoais (telefone, endereço, endereço eletrônico e idade);
- alguns provérbios em inglês envolvendo números.

Extra activities

As atividades 1 e 2 referem-se ao capítulo 1.

1. Complete the dialog with the correct answers.



BARBARA: Good Morning, Jonas. How are you?

JONAS: Good morning, Barbara. I'm fine. / I'm OK. / Not bad. And you? / How about you?

BARBARA: Fine, too. Thank you. / Thanks.

JONAS: Oh sorry, this is my friend Marcos!

BARBARA: Nice to meet you, Marcos.

MARCOS: Nice to meet you, too / Barbara.

BARBARA: I'm sorry, I have to go now. See you.

MARCOS: See you. / See you soon. / See you later. / Bye-bye. / Goodbye. / Take care.

2. Complete the sentences using **am**, **is** or **are**.

a) You are a good student.

d) I am studious.

b) Maria and Peter are my friends.

e) Douglas and I are classmates.

c) It is a book.

f) She is intelligent.

As atividades 3 e 4 referem-se aos capítulos 1 e 2.

3. Rewrite the sentences below using contractions.

a) Who is he? Who's he?

b) His name is Adam. He is my classmate. His name's Adam. He's my classmate.

c) What is your name? What's your name?

d) I am Ryan. I'm Ryan.

e) We are in the same grade at school. We're in the same grade at school.

f) They are my teachers, Mrs. Black and Mrs. Jones. They're my teachers, Mrs. Black and Mrs. Jones.

4. Use the words from the boxes to write the dialogs. Certifique-se de que os alunos estão usando a pontuação correta em todas as frases.



Hi, fine, you? How
thanks, Márcio, bad, are
I'm And you? Not

RODRIGO: Hi, Márcio. How are you?

MÁRCIO: I'm fine, thanks. And you?

RODRIGO: Not bad.

friend meet is my you,
to Lucas. This Nice too,
meet you, to Lucas. Nice

RODRIGO: This is my friend Lucas.

MÁRCIO: Nice to meet you, Lucas.

LUCAS: Nice to meet you, too.



my old 11. you, Really?
Lucas classmate. How is
I'm are Lucas?

RODRIGO: Lucas is my classmate.

MÁRCIO: Really? How old are you, Lucas?

LUCAS: I'm 11.

go care. have to Take
now, Bye. Well, Rodrigo.
Márcio. we Bye-bye,

RODRIGO: Well, we have to go now, Márcio. Bye.

MÁRCIO: Bye-bye, Rodrigo. Take care.



